DOCUMENT RESUME

ED 110 141 JC 750 448

AUTHOR Tatham, Elaine L.; And Others
TITLE Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975.
INSTITUTION Johnson County Community Coll., Overland Park, Kans.
PUB DATE 75
NOTE 31p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Achievement Gains; *Basic Skills; English Instruction; *Individualized Instruction; *Junior Colleges; *Learning Laboratories; Mathematics Instruction; Program Effectiveness; *Program Evaluation; Reading Comprehension; Reading Speed; Spelling; Statistical Data; Test Results; Tutoring; Vocabulary Development

ABSTRACT

This study evaluates the success of Johnson County Community College's College Learning Center (CLC) in helping students to improve specific skills in six areas: spelling, vocabulary, English, mathematics, reading comprehension, and reading rate. The CLC offers individualized programs which employ a combination of self-instructional materials and individual tutoring. Data were analyzed separately for the spring 1972-summer 1973 and fall 1973-summer 1974 periods in order to detect any difference in the success patterns of CLC instruction. Evaluation was based on analysis of gains in performance for every student participating during either period. The average gains represented significant improvement from pre-test to post-test in all six areas; the improvement was similar for both time periods. Statistical data is presented graphically for each subject. Appendix A describes the six courses and their pre- and post-tests. Appendix B lists supplementary instructional materials for the six programs. (MJK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110141

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION OF COLLEGE LEARNING CENTER

INSTRUCTION IN SIX SUBJECT AREAS

Spring 1975

Office of Institutional Research
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, Kansas 66210

JC 760 418

PREFACE

During January, 1974, the Office of Institutional Research completed an evaluation of the effectiveness of College Learning Center instruction in six subject areas; spelling, vocabulary, English, mathematics, reading comprehension, and reading rate. Subjects for this study were students enrolled at the CLC for one or more semesters from spring 1972 through summer 1973. The findings of this study were presented in *Evaluation of College Learning Center Instruction in Six Subject Areas*.

At the request of the CLC, and as a part of a continuing college-wide evaluation process, the Office of Institutional Research has augmented the 1974 study with an additional evaluation of instruction in the six subject areas listed above. Subjects for this more recent study included students enrolled at the CLC for one or more semesters from fall 1973 through summer 1974. The findings of both the original evaluation completed in 1974 and the more recently completed evaluation are included in this report.

Judy Ballard and Linda Shaffer of the Learning Center staff provided the data and background information for this report. Judy Brazil of Media Production completed all graphics. The majority of the data analyses were completed under the direction of Dr. Diana Kelley. Additional information may be obtained from Dr. Kelley.

Elaine L. Tatham
Director of Institutional Research

TABLE OF CONTENTS

	Page
PREFACE	i
TABLE OF CONTENTS	ii
LIST OF FIGURES	iii
Section	
I. BACKGROUND	1
II. PURPOSE	1
III. SUBJECTS	2
IV. PROCEDURE	2
V. ANALYSIS	2
VI. RESULTS	2
VII. DISCUSSION	5
VIII. SUMMARY	5
FIGURES	6
APPENDIX A	18
APPENDIX B	22

LIST OF FIGURES

Page

1. Mean Pretest and Posttest Scores in Spelling 7

2. Mean Pretest and Posttest Grade Levels in Vocabulary . . . 9

3. Mean Pretest and Posttest Scores in English. 11

4. Mean Pretest and Posttest Scores in Mathematics. 13

5. Mean Pretest and Posttest Reading Comprehension Scores . . 15

6. Mean Pretest and Posttest Reading Rate Scores in Words/ Minute 17

EVALUATION OF COLLEGE LEARNING CENTER
INSTRUCTION IN SIX SUBJECT AREAS

Background

The College Learning Center (CLC) was created in 1970 to provide individualized instruction to meet the varied needs of students at JCCC. The programs of the Center have shown a steady increase in student participation. The enrollment was eight students in fall 1970, 120 students in spring 1971, 206 students in spring 1974, and the spring 1975 enrollment was 207 credit and non-credit students.

By philosophy and organization the CLC is student oriented; that is, the services offered by the Center are individualized to meet the varied needs of the students being served. The CLC serves students with a diversity of academic skills and backgrounds. Following individual diagnosis, each CLC student is offered a program of instruction on a one-to-one student-teacher basis. Each student is allowed to develop a specific skill at his or her own rate. The CLC provides this instruction in conjunction with flexible scheduling in a diversity of work and study areas as well as the latest instructional materials and equipment. A list of some of these materials is included in Appendix B.

Purpose

The primary purpose of this study was to evaluate the success of the CLC in helping individual students to improve specific learning skills in six instructional areas: spelling, vocabulary, English, mathematics, reading comprehension and reading rate. Data were analyzed separately for spring 1972 through summer 1973 and fall 1973 through summer 1974 in order to detect any difference in the success pattern of CLC instruction for the two time periods.

Subjects

Although the CLC offers students assistance with other learning skills, this study was limited to the six specified instructional areas listed above. The study involved students enrolled for one or more semesters from spring 1972 through summer 1973 and students enrolled for one or more semesters from fall 1973 through summer 1974.

Procedure

All students involved in the study were tested on their particular subject area when they first entered the CLC program and again after they completed a semester of instruction. Evaluation of the effect of CLC instruction was based on an analysis of change in student performance from beginning of CLC instruction (pretest) to completion of CLC instruction (posttest). Appendix A includes a brief description of each of the six subject areas involved in the study together with a description of the pretest and posttest for each area.

Analysis

Amount and direction of pretest-posttest change were statistically analyzed (*t* test for dependent samples) within each subject area for the four semesters spring 1972 through summer 1973 and for the three semesters fall 1973 through summer 1974. For each instructional area, the average pretest and posttest scores for the 1972-73 group were compared (*z* test) to the corresponding scores for the 1973-74 group. In addition, for both the 1972-73 group and the 1973-74 group, the percentage increase of the average posttest over the average pretest was computed for each subject area.

Results

The results of the *t* test analyses for each of the six instructional areas are summarized and represented graphically in Figures 1 through 6.

The major finding of these analyses are summarized below.

- For both the 1972-73 group and the 1973-74 group there was significant improvement ($p < .001$) from pretest to posttest in each of the six instructional areas: spelling, vocabulary, English, mathematics, reading comprehension and reading rate.

- The average gains made by students in the six instructional areas were approximately the same for students in the 1972-73 group as for students in the 1973-74 group.

Even though average improvements made by students enrolled during the two time periods were similar, the average pretest scores varied between the 1972-73 group and the 1973-74 group. The variations in pretest levels may be summarized as follows:

- In two instructional areas (spelling and vocabulary), average pretest scores were almost identical for the 1972-73 group and 1973-74 group.

- In one instructional area (English), the average pretest score was numerically lower for the 1973-74 group than for the 1972-73 group. However, this difference was not significant even at the 0.10 level.

- In two instructional areas (mathematics, reading comprehension), average pretest scores were significantly lower ($p < .05$) for the 1973-74 group as compared to the 1972-73 group. The average posttest scores were also significantly lower. However, the gains for the two groups were similar.

- The only numerical increase in average pretest level occurred in reading rate. In this instructional area, the 1973-74 pretest level was 216 words/minute and the 1972-73 pretest level was 187 words per minute. This difference, however, was not significant even at the 0.10 level. One reason that the difference was not significant is that the variance for the 1973-74 group was very large. This large variance reflects the diversity of initial skills for those receiving instruction in the area of reading rate. However, the average gains made by the 1972-73 and 1973-74 groups were 167 and 165 words/minute respectively.

The findings with regard to percentage increase of average posttest scores over average pretest scores are presented in Table 1. Whenever percentage increases are calculated, the base must be considered in the interpretation. For example, with a base of 100, a gain of 10 is 10 percent increase while for a base of 200, a gain of 10 is 5 percent.

Yet percentage increase does convey some meaningful information. The major findings of these percentage increase analyses are consistent with the analyses of gain scores. The percentage increase of average posttest score over average pretest score was:

- Similar for the 1972-73 group and 1973-74 group in three instructional areas (spelling, vocabulary and reading comprehension).
- Greater numerically for the 1973-74 group than for the 1972-73 group in two instructional areas (English and mathematics).
- Greater numerically for the 1972-73 group than for the 1973-74 group in one instructional area (reading rate).

The two largest differences were in mathematics and reading rate. The bases were different, however, and the increase was lower for the higher base. Therefore, in view of the earlier observation that average gains were approximately the same for both groups, it seems reasonable to conclude that:

- The percentage increases of average posttest score over average pretest score represent similar gains for both the 1972-73 group and 1973-74 group in all six instructional areas.

TABLE 1

PERCENTAGE INCREASE OF AVERAGE POSTTEST SCORE OVER AVERAGE PRETEST SCORE IN SIX CLC INSTRUCTIONAL AREAS FOR 1972-73 GROUP AND 1973-74 GROUP

Instructional Area	Percentage Increase of Posttest Over Pretest--1972-73	Percentage Increase of Posttest Over Pretest--1973-74
Spelling	25.9%	26.9%
Vocabulary	21.1	22.6
English	20.9	27.0
Mathematics	32.4	43.3
Reading Comprehension	7.8	9.9
Reading Rate	89.3	76.4

Discussion

The results suggest that College Learning Center instruction continues to have a significant positive influence on the performance of enrollees in the six instructional areas under consideration. The pattern of this success, however, has been somewhat different for some students enrolled from spring 1972 through summer 1973 and some students enrolled from fall 1973 through summer 1974. In two instructional areas (mathematics, reading comprehension), students in the 1973-74 group began their semester of CLC instruction with somewhat different average academic skill levels than students in the 1972-73 group. In the case of mathematics, for example, the 1973-74 pretest level represents a 19% drop from the average 1972-73 pretest level. Although the average pretest scores for reading rate were not significantly different, the 1973-74 pretest level represents a 15.5% increase over the average 1972-73 pretest level. In light of these pretest differences, it is noteworthy that the average improvements made in each of the six instructional areas were very similar for the 1972-73 and 1973-74 groups. These findings, which compare the performance of the 1972-73 and 1973-74 groups reveal the consistency with which the CLC effectively services students who begin instruction with a diversity of academic skill levels and backgrounds.

Summary

For spring 1972 through summer 1973 and fall 1973 through summer 1974, data were compiled representing pretest-posttest performance of students enrolled in six instructional areas at the College Learning Center. Statistical analyses of the data suggest that CLC guidance and instruction has consistently aided students in developing and expanding skills in spelling, vocabulary, English, mathematics, reading comprehension and reading rate. Average improvements in all six areas were similar for the 1972-73 and 1973-74 groups. In addition, the average gains represented significant improvement ($p < .001$) from pretest to posttest for both groups of students.

SPELLING

The measure of performance in spelling was the number of spelling practice tapes not needed by a student out of a possible 46 tapes. The results of the two analyses were:

- Spring 1972—Summer 1973 (N = 21). There was significant improvement ($p < .001$) in spelling from pre to posttesting. The pretest mean of tapes not needed was 27, the posttest mean was 34, and the mean improvement was 7 tapes.

- Fall 1973—Summer 1974 (N = 28). There was significant improvement ($p < .001$) in spelling from pre to posttesting. The pretest mean of tapes not needed was 26, the posttest mean was 33, and the mean improvement was 7 tapes.

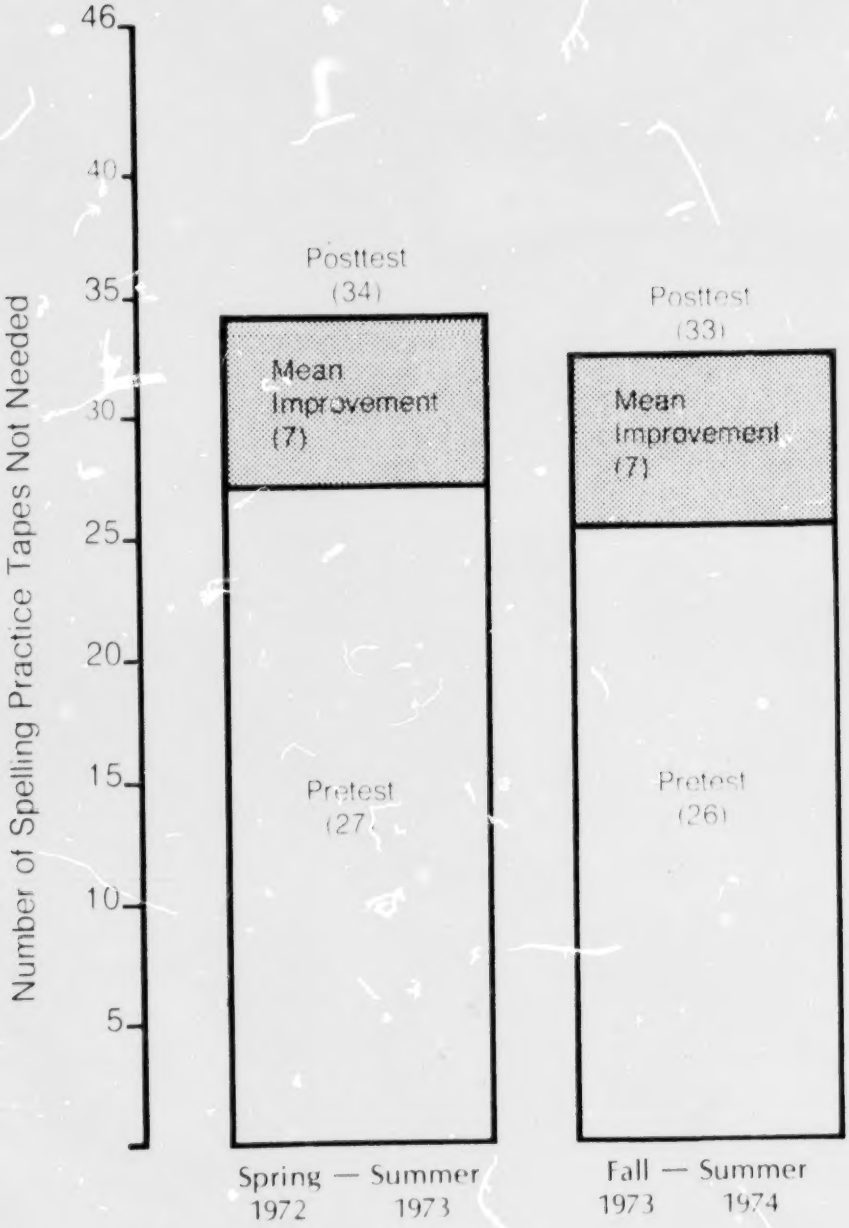

Figure 1. Mean pretest and posttest scores in spelling.

VOCABULARY

The measure of performance in vocabulary skills was obtained by converting number of points correct out of 98 possible points to the equivalent grade level of performance. The results of the two analyses were:

- Spring 1972—Summer 1973 (N = 27). There was significant improvement ($p < .001$) in vocabulary skills from pre to posttesting. The pretest mean was 9.5, the posttest mean was 11.5, and the mean improvement was 2 grade levels.

- Fall 1973—Summer 1974 (N = 37). There was significant improvement ($p < .001$) in vocabulary skills from pre to postesting. The pretest mean was 9.3; the posttest mean was 11.4 and the mean improvement was 2.1 grade levels.

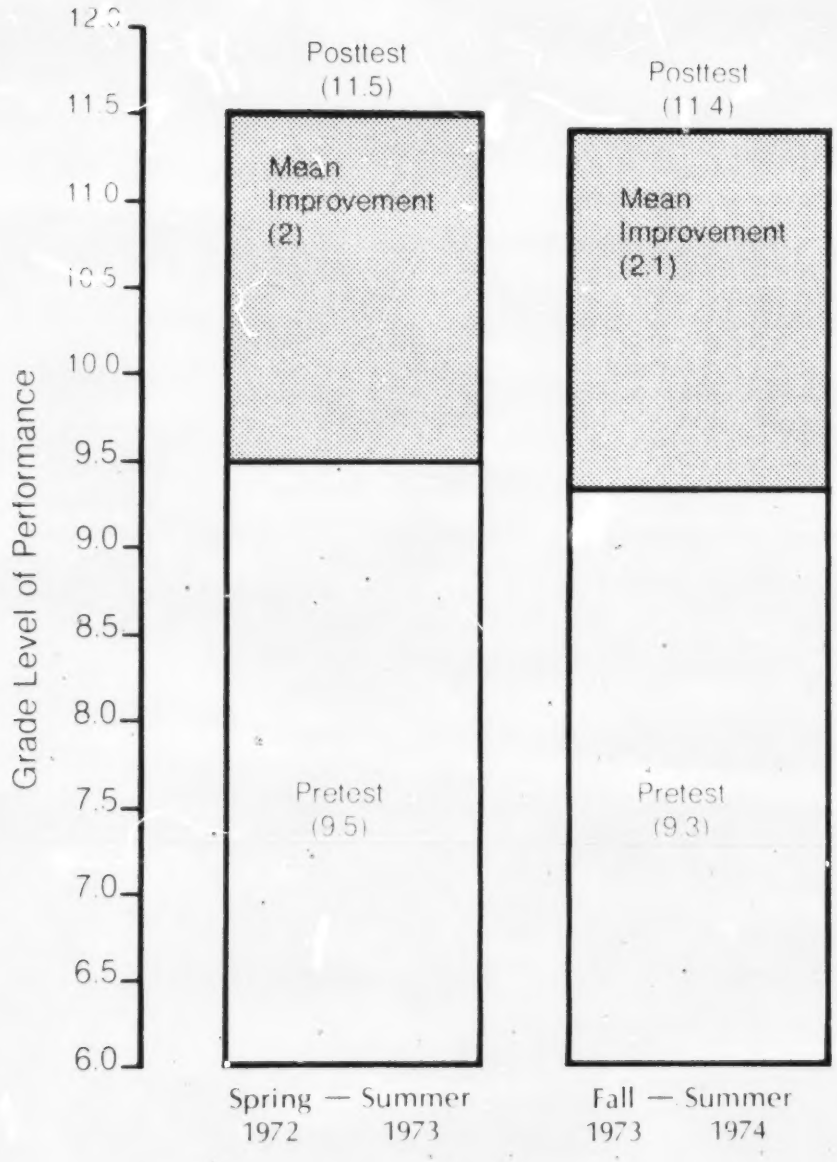

Figure 2. Mean pretest and posttest grade levels in vocabulary.

ENGLISH

The measure of performance in English was number of points correct out of 100 possible points. The results of the two analyses were:

- Spring 1972—Summer 1973 (N = 34). There was significant improvement ($p < .001$) in English from pre to posttesting. The pretest mean was 67, the posttest mean was 81, and the mean improvement was 14 points.

- Fall 1973—Summer 1974 (N = 20). There was significant improvement ($p < .001$) in English from pre to posttesting. The pretest mean was 63. The posttest mean was 80, and the mean improvement was 17 points.

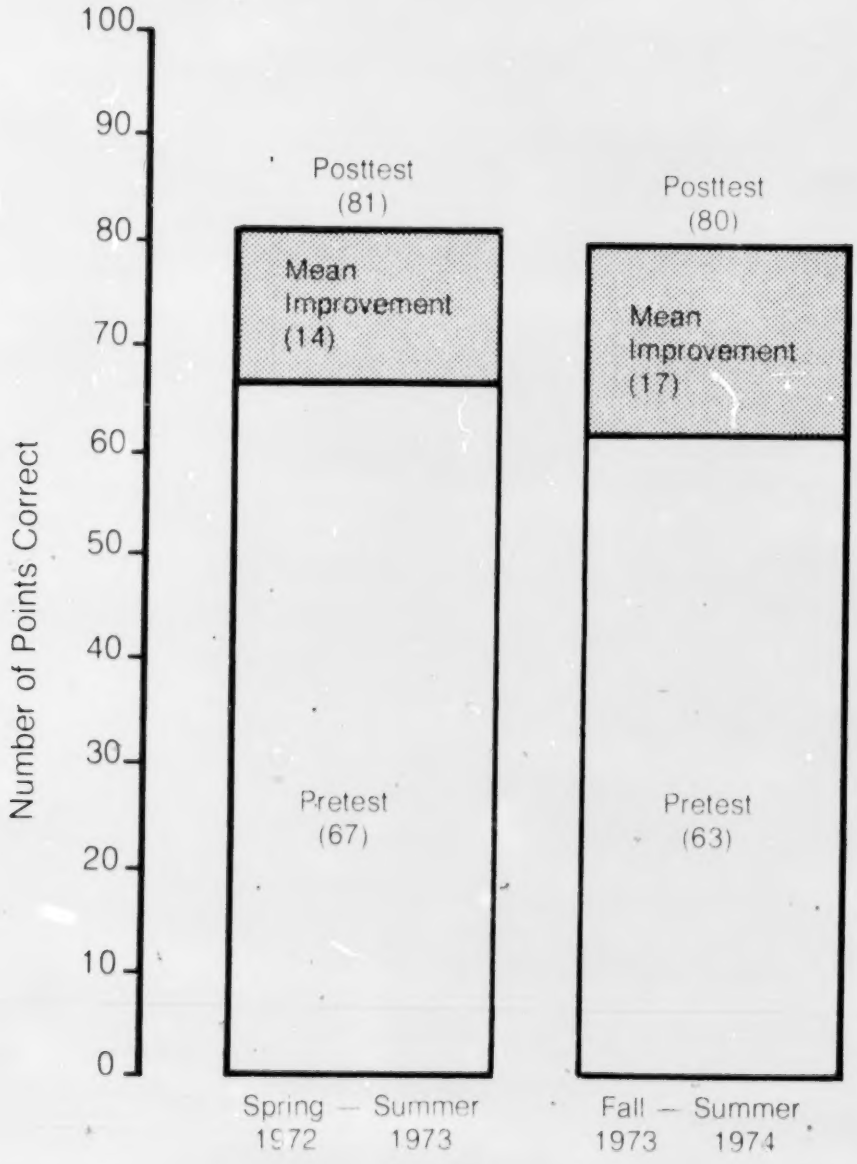

Figure 3. Mean pretest and posttest scores in English.

MATHEMATICS

The measure of performance in mathematics was number of points correct out of 60 possible points. The results of the two analyses were:

- Spring 1972—Summer 1973 (N = 26). There was significant improvement ($p < .001$) in mathematics from pre to posttesting. The pretest mean was 37, the posttest mean was 49, and the mean improvement was 12 points.

- Fall 1973—Summer 1974 (N = 34). There was significant improvement ($p < .001$) in mathematics from pre to posttesting. The pretest mean was 30, the posttest mean was 43, and the mean improvement was 13 points.

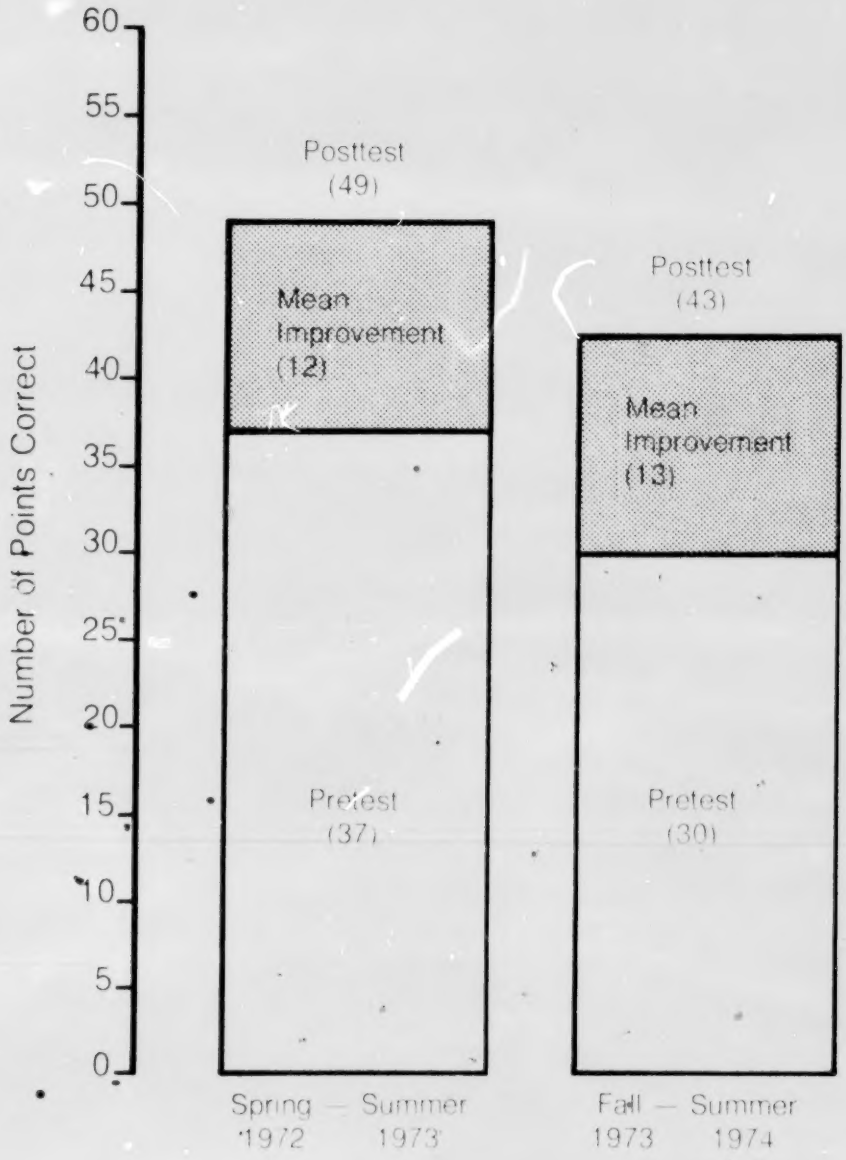

Figure 4. Mean pretest and posttest scores in mathematics.

READING COMPREHENSION

The measure of performance in reading comprehension was number of points correct out of 100 possible points. The results of the two analyses were:

- Spring 1972—Summer 1973 (N = 78). There was significant improvement ($p < .001$) in reading comprehension from pre to posttesting. The pretest mean was 77, the posttest mean was 83 and the mean improvement was 6 points.

- Fall 1973—Summer 1974 (N = 50). There was significant improvement ($p < .001$) in reading comprehension from pre to posttesting. The pretest mean was 71, the posttest mean was 78 and the mean improvement was 7 points.

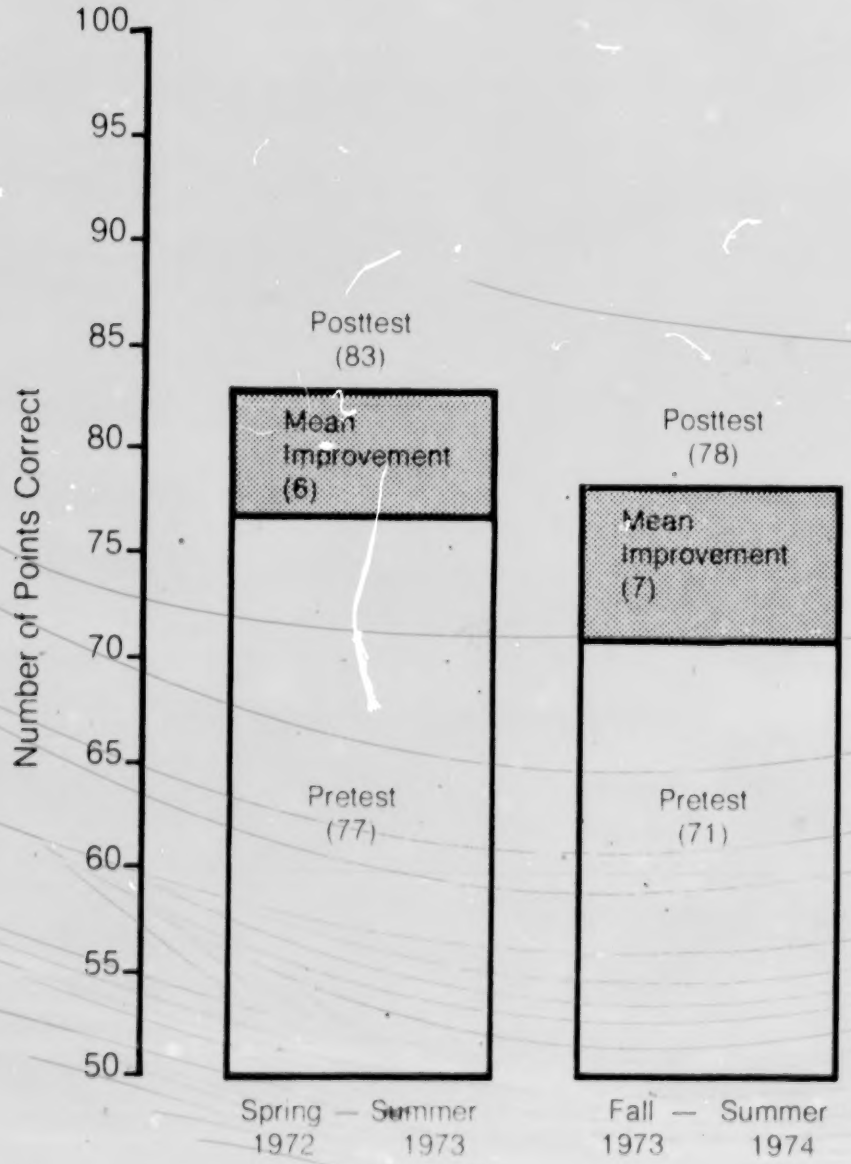

Figure 5. Mean pretest and posttest reading comprehension scores.

READING RATE AND COMPREHENSION

The measure of reading rate performance was number of words read/minute. Comprehension of material on the reading rate test was also assessed. The measure of performance in comprehension was number of points correct out of 100 possible points. The results of the two analyses on these measures were:

- Spring 1972—Summer 1973 (N = 27). There was significant improvement ($p < .001$) in reading rate from pre to posttesting. The pretest mean was 187 words/minute, the posttest mean was 354 words/minute and there was a mean improvement of 167 words/minute. Although not significant, there was improvement in reading comprehension on the reading rate test from pre to posttesting. In other words, students improved their reading an average of 167 words/minute while maintaining or actually slightly improving their level of comprehension. The pretest mean was 84, the posttest mean was 88 and there was a mean improvement of 4 points.

- Fall 1973—Spring 1974 (N = 32). There was significant improvement ($p < .001$) in reading rate from pre to posttesting. The pretest mean was 216 words/minute, the posttest mean was 381 words/minute and there was a mean improvement of 165 words/minute. Although not significant, there was improvement in reading comprehension. In other words, students improved their reading an average of 165 words/minute while maintaining or actually slightly improving their level of comprehension on the reading rate test from pre to posttesting. The pretest mean was 81, the posttest mean was 84 and the mean improvement was 3 points.

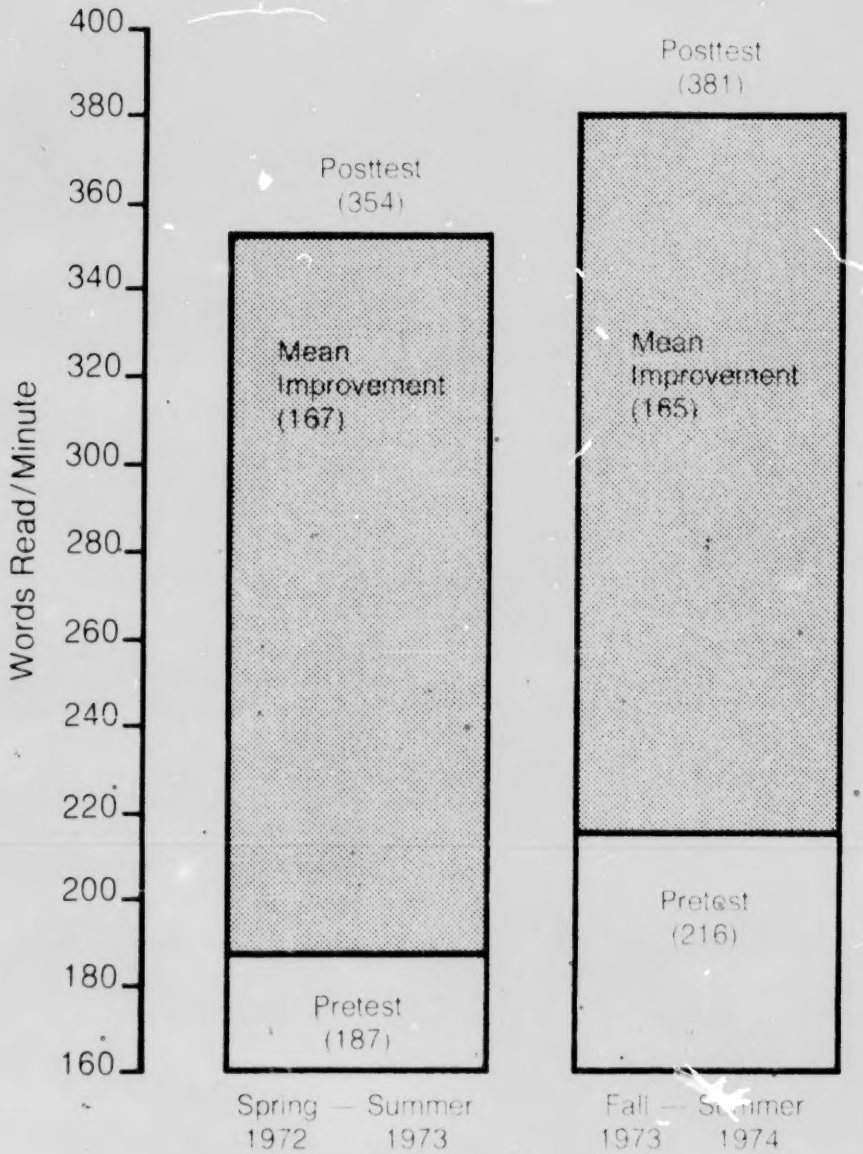

Figure 6. Mean pretest and posttest reading rate scores in words/minute.

APPENDIX A.

DESCRIPTIONS OF SIX INSTRUCTIONAL PROGRAMS

The materials and procedures described in this Appendix are representative programs in each of the six instructional areas. A student's program, however, may be supplemented with additional materials which are listed in Appendix B.

SPELLING

The spelling program begins with a pretest from the Relevance of Words program developed by Westinghouse Learning Corporation. The pretest is *Relevance of Words Achievement Survey,* Form A written by David G. Peterson (Westinghouse Learning Corporation, 1971), and involves listening to [illegible] tape recorded words and writing the correct spelling of each. Each word is broken into phonetic elements for grading purposes and the types of errors made indicate the parts of the program on which the student should work. There are, for example, many ways to spell a word incorrectly, and the type of error is very important in placing a student in a program which will improve his spelling. The spelling lessons developed by the Westinghouse Learning Corporation (1971) for the Relevance of Learning Program, are recorded on tape and have accompanying worksheets. Upon completion of the spelling program, each student is tested on an alternate form of *Relevance of Words Achievement Survey* to determine the amount of improvement in spelling skills.

VOCABULARY

The vocabulary program begins with a preassessment test *Word Clue Appraisal,* Form AA, by Stanford E. Taylor, Helen Frackenpohl, and Arthur S. McDonald (Educational Developmental Laboratories, Inc., 1965). Based on the results of this test students are placed in one of seven levels within the Word Clue instructional program. According to his level, each student begins studying one of the seven self-instructional Word Clue vocabulary books by Taylor, Frackenpohl, and McDonald (Educational Developmental Laboratories, Inc., 1965). Students are allowed to progress at their own speed. Upon completion of the vocabulary program, students are given Form BB of the Word Clue Appraisal test to determine improvement in performance.

ENGLISH

The program of English instruction is initiated with a pretest, *English 2200 Final Test,* Form A (Joseph C. Blumenthal, Harcourt, Brace and World, 1964). Based on the results of this test, each student is placed in a program dependent on his needs using one of the three following self-instructional texts: *English 2200, English 2600* or *English 3200* written by Joseph C. Blumenthal (Harcourt, Brace and World, 1964). This basic program is supplemented with the use of other books, and instructors are available to help the student when needed. Upon completion of the English program, an alternate form of *English 2200 Final Test* is administered to each student to determine the amount of improvement in English skills.

MATHEMATICS

The mathematics program is initiated with the administration of a math test written by Joseph B. Carter (Learning Lab Associates Inc., 1968). The test includes basic mathematics through beginning algebra (i.e., addition, subtraction, multiplication, division, fractions, decimals, percentages and basic algebra). On the basis of this diagnostic test, the instructor determines in which areas of mathematics the student is deficient. The student studies only those areas in which he is deficient using primarily the self-instructional math text, *A First Program in Mathematics* by Arthur Heywood (Dickenson Publishing Co., 1967). Upon completion of the mathematics program, students are readministered the preassessment math test to determine level of improvement. Although math instruction in basic arithmetic processes through trigonometry is available at the CLC, only those students enrolled in instruction in basic math through algebra were included in this study.

READING COMPREHENSION

The reading comprehension program begins with a reading placement test, *Reading For Understanding* (RFU). This placement test was designed by Science Research Associates Incorporated to be used in conjunction with *Reading For Understanding Instructional Materials*. Both the placement test and the instructional materials were written by Thelma Gwinn Thurstone (Science Research Associates, 1959). The score from the RFU placement test can be translated into equivalent placement levels as an aid in selecting other materials such as the SRA IV_a written by Don Parker (Science Research Associates, 1959) or the College Reading Program material compiled by Richard V. Carter and associates (Science Research Associates, 1968). The RFU, SRA, IV_a and College Reading Program materials are used as a basic program of study. Supplementary materials are used to meet individual student needs. Upon completion of the reading comprehension program, an alternate form of the RFU placement test is given as a posttest to determine improvement in performance.

READING RATE

The program devised to aid a student to increase his rate of reading commences with administration of *Diagnostic Reading Test Survey Section* written by Francis O. Triggs and associates (The Committee on Diagnostic Reading Tests, Inc., 1947). Although the aim of speed reading instruction is to increase reading rate, the maintenance of a high level of comprehension is also important. The diagnostic test, therefore, includes both a timed reading selection and a set of twenty comprehension questions. After administration of the diagnostic test the student is taught to use pacing devices which enable him to practice more rapid reading. The students are encouraged to practice using the many paperback novels provided by the CLC. Upon completion of the reading rate program an alternate form of Triggs' *Diagnostic Reading Test* is administered to determine improvement of speed and maintenance of comprehension.

APPENDIX B.

SAMPLE SUPPLEMENTARY MATERIALS FOR SIX INSTRUCTIONAL PROGRAMS

SPELLING MATERIALS

Book	Publisher	Author
Better Spelling	Bobbs-Merrill Co.	Harrison
Programmed Spelling for High School and College	Ann Arbor	Smith
Six Minutes a Day to Perfect Spelling	Pocket Books	Shefter
Sound Spelling-Book VI	Boyd & Fraser	Smith
Spelling	Cambridge	
SRA IVa Lab	SRA	
Spelling Improvement	McGraw-Hill	Fergus
Spelling by Principles	Appleton-Century-Crofts	Smith
Relevance of Words	Westinghouse	Peterson

VOCABULARY MATERIALS

Book	Publisher	Author
Basic Usage, Vocabulary and Comp. Form B	Holt, Rinehardt	Willis
Basic Vocabulary Skills	McGraw-Hill	Davis
Building an Effective Vocabulary	Barron's Ed. Serv.	Gale
College Reading Program I	SRA	CRP Director Carter
College Reading Program II	SRA	CRP Director Carter
A College Reader & Vocabulary Builder	Holt, Rinehardt	Willis
Consider Your Words	Harper & Row	Jennings
Developing Your Vocabulary	SRA	Witty
Increase Your Vocabulary-Book I	Cambridge	Mathis
Increase Your Vocabulary-Book II	Cambridge	Mathis
Programmed Vocabulary	New Century	Brown
SRA Reading Lab Book IVa	SRA	Parker
Vocabulary-Key to Better College Reading	Prentice-Hall	Nealson
Vocabulary 1000	Harcourt	Cronin
Words in Context	Appleton-Century	Devitis
Words-A Programmed Course in Vocabulary Dev.	SRA	Markle

ENGLISH MATERIALS

Book	Publisher	Author
Basic Skills in Grammar Bk. I	Cambridge	Alger
Basic Skills in Grammar Bk. II	Cambridge	Alger
Beyond the Block	Allyn & Bacon	Wheelock
The Christensen Rhetoric Program	Harper & Row	Christensen
English 2200	Harcourt-Brace	Blumenthal
English 2600	Harcourt-Brace	Blumenthal
English 3200	Harcourt-Brace	Blumenthal
English Grammar	BRL	Lish
The English Sentence	Chandler Publishing Co.	Palmer
English Usage	General Learning Corp.	Education Performance System
Essentials of English	Barron's Educational Series	Gale
Essential Idioms in English	Regents	Dixson
Following Directions-Book F	Barnell Loft, Ltd.	Boning
Locating the Answer-Book E	Barnell Loft, Ltd.	Boning
Options: A Program for English	Houghton	Bigby & Hill
Paragraph Rhetoric	Allyn & Bacon	Bergmann
Programmed Review of English	Harper & Row	Trimble
Sentence Rhetoric	Allyn & Bacon	Bergmann
Short Cuts to Effective English	Pocket Books	Shefter
Test Booklets for 2200	Harcourt-Brace	Blumenthal
Test Booklets for 2600	Harcourt-Brace	Blumenthal
Test Booklets for 3200	Harcourt-Brace	Blumenthal
Using the Context Book E	Barnell Loft, Ltd.	Boning

MATHEMATICS MATERIALS

Book	Publisher	Author
Algebra-Programmed Part I	Prentice-Hall	Hackworth
Algebra-Programmed Part II	Prentice-Hall	Hackworth
Algebra-Programmed Part III	Prentice-Hall	Alwin
Algebra-Programmed Part IV	Prentice-Hall	Alwin
Algebra Review Manual	McGraw-Hill	Hauck
Arithmetic-A Semi Programmed Text	Prentice-Hall	Williams
Basic Math Bk. 3 Fractions & Mixed Numbers	Encyclopedia Britannica	Bobrow
Basic Math Bk. 4 Percentages & Decimal	Encyclopedia Britannica	Bobrow
Basic Math Bk. 5 Measurements	Encyclopedia Britannica	Bobrow
Consumer Mathematics	BRL	Knowles
1st Program in Mathematics	Dickenson	Heywood
Flow Chart-Machine Mathematics	Victor Comp Corp.	Victor Comp. Corp.
Fundamentals of Arithematic	McGraw-Hill	Eraut
Introduction to Modern Math Series I	BRL	Seymour
Introduction to Modern Math Series II	BRL	Seymour
Math Refresher	Cowles	
Preparing for Algebra	Encyclopedia Britannica	Tamac
Problem Solving & Chemical Calculations	Harcourt	Johnson
Programmed Reviews of Math	Harper & Row	Flexer
Statistics-A Unit for Intro. Psy.	BRL	Kinchla
Trigonomety I-II-III	Temac	Luckham
Verbal Problems in Algebra	Encyclopedia Britannica	Lazar

READING COMPREHENSION MATERIALS

Book	Publisher	Author
Advanced Reading Program A	Craig Research Inc.	Carlisle
The Art of Efficient Reading	MacMillan	Spache
Better Reading Books	SRA	Simpson
Beyond the Block	Allyn & Bacon	Wheelock
Better Reading & Spelling through Phonics	Fearson	Moura
Clear Thinking for Composition	Random House	Kytle
College Reading Program I & II	SRA Series	
College Reading Program	Craig Research Inc.	Mittwer
Contolled Reading Study Guide Set GH	Educational Development Lab	Taylor
Critical Reading Improvement	McGraw & Hill	Harnadek
Efficient Reading Alternate Edition	Heath	Brown
Efficient Reading for College Students	Appleton-Century	Jones, Morgan, Petty
Efficient Reading-Revised	Heath	Brown
Focus in Reading	Allyn & Bacon	Krantz
The Foreseeable Future	Glencoe Press	Cathcart
Free to Read	Field Education	Bamman
Hangups from Way Back	Canfield Press	Steinfield
How to Become a Better Reader	Science Research Assoc.	Witty
How to Use Different Speeds and Different Techniques		
Identity Through Prose	Holt-Rinehart	Janaro
Improving Reading Ability	Appleton-Century	Stroud
Improving Reading Skills in College Subjects	Bureau of Publications	Cherington
Learning to Read	Harcourt-Brace	Smith
Listen and Read	EDL	Burdick
Meaning for Context Reading for Word Study	Allyn & Bacon	Jennings
The Now Student	Jamestown	Spargo
Power in Reading Skills	Wadsworth	Eller
Power and Speed in Reading	Prentice-Hall	Gilbert
Rate and Comprehension Tests	Baldridge Reading & Study Skills	
Reading in English	Prentice-Hall	Hayden

READING COMPREHENSION MATERIALS
(con't.)

Book	Publisher	Author
Reading for Power and Flexibility	Glencoe	Sparks
Reading Program VPR-Student Work	Craig Research Inc.	Mittwer
Realizing Reading Potential	Holt	Bieda
Selections from the Black College Reading Skills	Jamestown	Spargo
SRA College Reading Program Student Book	SRA	SRA
SRA Reading Lab IV	SRA	Parket
Successful Reading	Holt-Rinehardt	Norman
This Cool World	Allyn & Bacon	Silvaroli
Toward Better Reading Skill	Appleton-Century	Cosper
Understanding Shakespeare	Cambridge	Ludowyk
Voices from the Bottom	Jamestown	
The Way to Reading Improvement	Allyn & Bacon	Canavan
Winners Circle	Allyn & Bacon	Mason
What Readability Can Do for You	New Readers Press	Klare
Worlds in the Making	Prentice-Hall	Dunstan

UNIVERSITY OF CALIF.
LOS ANGELES
1975
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION